



## The Effect of Using Digital Children's Literature on Storybookscanada.ca To Students' Vocabularies at SMAN 5 Padang

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### Abstract

In learning English, mastering vocabulary is very foundational and important to have. The need to improve vocabulary can use media in the form of digital children's literature. This study aims to find out how the effect of using digital children's literature especially on storybookscanada.ca to students' vocabularies at EFL secondary students. A collection of stories contained in storycanada.ca was used as the vocabularies enhancement treatment. This study is a quasi-experiment with a quantitative approach conducted at SMAN 5 Padang, academic year 2023/2024. The sample for this study was 33 students from XI F1 as the experimental class. Meanwhile the class used for the control group class was XI F2 with 30 students. This research results showed an increase in vocabularies owned by experimental class students. In the pre-test, the value based on the mean was 303.84 to 379.57 in post-test after the treatment. The data analysis was on sig. value 0.000 (<) 0.05. In other words, there is a significant effect on vocabularies from the use of digital children's literature on storybookscanada.ca at SMAN 5 Padang.

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## INTRODUCTION

It is very important for students learning a foreign language to have an extensive vocabulary. Otherwise, mastering the four language skills will be very difficult. Vocabulary is defined by Hatch and Brown (1955:1) as the list of words including their meaning that is used to express the ideas and feeling by people who speak that language. It is because vocabulary is a list, the alphabetical order is the

only scheme that applies. The word selection process and the methods used to teach vocabulary are crucial considerations.

The contextual learning process is necessary to get the meaning and then understand the meaning of a vocabulary, according to Allen French (1983:4). The language proficiency consists of vocabulary as a crucial component, and understanding the meaning of words is the main goal of language learning. This is necessary and the speaker can speak well in the target language. The word of vocabulary also refers to the groups of words that individual, professional, and class used that are very different but have general similarities (Burns and Broman, 1975:295). The language learning focuses of acquisition especially vocabulary. In learner competence, student's success is not measured by how much vocabulary of they have. However, not having enough vocabulary will keep them away or prevent them from being able and succeed to use English.

Nunan (1998: p.117-118) also emphasizes the essential of vocabulary mastery. It is stated that the richer the vocabulary, the better the use of functions and structures that along with the communication competence in English. In other words, vocabulary acquisition is very important because using English will be difficult without sufficient vocabulary.

This is further explained by Lewis and Hill (1990:12), each of student have to master in vocabulary as the essential part especially when in the phase of learning basic words. In this phase, if students are motivated to learn basic words, then it will lead to vocabulary mastery. Schimtt and McCharty (1997:325) say that the measurement of vocabulary mastery from understanding the context of the vocabulary used, the ability to pronounce the vocabulary correctly, and its use in both writing and speaking. Taking into the above definitions and explanations, it can be concluded that vocabulary is an important part of learning English.

Thornbury (2002:27) found that there is difficulty learning vocabulary in the classroom. Students often have difficulty in understanding and memorizing the new vocabulary acquired. They often forget some new words taught by the teacher, and sometimes they can't remember how to remember them. This shows that students who do not master vocabulary tend to refuse English lessons. Language teachers should consider how to make class activities interesting and fun so that students can successfully learn vocabulary. Thus, teachers can increase students' interest in learning vocabulary. It can be done by digital children's literature. Digital children's literature refers to literary works aimed specifically at children in digital format. Suzzete and Serafini (2013: 402) stated that the use of technology and interactivity makes digital children's literature unique. It enhances children's reading experience and participation in stories included in vocabulary acquisition. One of the digital children's literature that can be used is [storybookscanada.ca](http://storybookscanada.ca).

Storybooks Canada, founded at Bonny Norton University in the UK, is the original site of the rapidly growing Global Storybooks project. This free online platform offers 40 books for children and is available in thirty languages. The project has a multilingual vision spanning over 50 locations on five continents (Norton et al., 2020). Storybooks Canada offers new characters or approaches to folklore that many students may not have seen before. In this website, students can learn new

vocabulary, the meaning, and how to pronounce it. It is because this website equipped with audio files so that readers can do shadow the pronunciation.

There are several previous studies related to this topic. The first study was conducted by Anuradha (2020), an experimental study on the use of digital short stories to teach English. This shows that children's communication skills have been improved by using digital literature. In addition, it also shows improvement in story development and students' vocabulary. The second research was Asnita and Marlina (2022) examined the effect of using English Children's Literature to vocabularies and reading anxiety. It was conducted at English department UNP. The researchers investigated that using English children's literature can improve students' vocabularies and make the students reduce their anxiety in reading. An additional study conducted by Griffin and Travel (2023) with the title Effectiveness of Using Children's Literature in ESL Classrooms to improve vocabulary acquisition. The researchers found that reading children's book gave the best results for vocabulary development. The newest research that has examined about using digital children's literature is the impact of using storynory.com to listening anxiety by Ahwida and Marlina (2023). It was conducted to EFL college students at English Department UNP. The results showed that digital children's literature especially on storynory.com helped the students reduce their anxiety while listening.

Digital children's literature has been investigated by several researchers. However, there are still limited studies about the effect of using digital children's literature especially in EFL students at secondary school levels. For this reason, the researcher conducted this research to investigate the effect of digital children's literature on Storybookscanada.ca to students' vocabularies at SMAN 5 Padang.

## **RESEARCH METHOD**

This experimental research aims to find out how effective and useful learning methods, procedures, strategies, and media are. Sutedi (2011) states that good results from experimental research can be used to teach in the classroom. Quantitative experimentation is the method of this research. Arikunto (2010) states that in quasi-experimental research, people make observations or comparisons of two groups: the experimental group and the control group. In this study, pre-test and post-test were used for these two groups.

This study involved all second grade students of SMAN 5 Padang. According to Gay, Mills, and Airasian (2002), "Cluster random sampling is a defined population that has an equal chance of being selected as a sample and is independent." The sample for this study was 33 students from XI F1 as the experimental class. Meanwhile the class used for the control group class was XI F2 with 30 students. Researchers conducted a pre-test of 100 closed questions, daily treatment using storybookscanada.ca for the experimental class, and a post-test of 100 closed questions to obtain data.

The data analysis used the T-test formula in SPSS for this study. Based on this research hypothesis, digital children's literature on storybookscanada.ca had a positive effect to students' vocabularies at SMAN 5 Padang. Here is the list of storybookscanada.ca title as the treatment given:

Donkey Child
Chicken and Millipede
Nozibele and the Three Hairs
Sakima's Song
What Vusi's Sister Said
Grandma's Bananas
Holiday with Grandmother
The Honeyguide's Revenge
Magozwe
Simbegwire

## FINDINGS AND DISCUSSION

### *Research Finding*

#### 1.1. The Results of pre-test and post-test

The following table shows the experimental class pre-test results:

**Table 1: Experimental class Pre- test Scores**

NO	Students Initial Name	Students' Vocabularies Scores
1	AME	352
2	ALT	378
3	AMS	282
4	BCZP	176
5	DIN	382
6	FIY	347
7	FAA	303
8	FAS	234
9	FP	259
10	F	335
11	FYZ	128
12	HP	352
13	HR	242
14	HZ	338
15	IFS	288
16	IE	372
17	LARP	216
18	LN	286
19	MA	347
20	MH	226
21	MFS	308
22	MRR	292
23	MRF	458
24	NWC	318
25	NE	307
26	NAZ	432
27	RPS	305
28	SA	281
29	TUF	314
30	UR	199

31	ZZ	331
32	ZAR	304
33	ZS	335
	Total	10027
	Mean	303.8484848

**Table 2: Experimental class Post- test Scores**

NO	Students Initial Name	Students' Vocabularies Scores
1	AME	364
2	ALT	496
3	AMS	389
4	BCZP	217
5	DIN	414
6	FIY	406
7	FAA	398
8	FAS	384
9	FP	329
10	F	472
11	FYZ	288
12	HP	317
13	HR	331
14	HZ	407
15	IFS	373
16	IE	419
17	LARP	340
18	LN	374
19	MA	483
20	MH	312
21	MFS	401
22	MRR	380
23	MRF	477
24	NWC	290
25	NE	380
26	NAZ	479
27	RPS	291
28	SA	282
29	TUF	460
30	UR	404
31	ZZ	383
32	ZAR	370
33	ZS	416
	TOTAL	12526
	MEAN	379.5757576

From the table above, it can be seen that there is progress in students' vocabularies. The pre-test; the mean of vocabularies from students' score is 303.84, the researcher gave treatments to the students as an experimental class to improve their vocabularies. While in post-test, the mean of vocabularies from students' score is 379.57. From the results of the students' post-test, their vocabularies is increased.

1.2. Data Statistical Analysis

1. **Normality test**

The normality test is used to determine the normality of the data in its distribution. Researchers used SPSS with the Saphiro-Wilk test in this study. If the sign is greater than ( $>$ ) 0.05, then the data has a normal distribution, and if the sign is less than ( $<$ ) 0.05, then the data does not have a normal distribution.

**Table 3: Normality Test of Experimental Class**

EXPERIMENTAL CLASS (VOCABULARIES)		Shapiro-Wilk		
		Statistic	df	Sig.
XI F1	PRE-TEST	.978	33	.729
	POST-TEST	.968	33	.415

From the table above, it can be seen that the Pre-test and Post-test are higher than 0.05 (0.729 is greater than 0.05 and 0.415 is greater than 0.05). It is possible that the distribution of the data is normal. H0 is therefore accepted.

**Table 4: Normality Test of Control Group Class**

CONTROL GROUP CLASS (VOCABULARIES)		Shapiro-Wilk		
		Statistic	df	Sig.
XI F2	PRE-TEST	.986	30	.952
	POST-TEST	.960	30	.308

It is shown in the table above that both the pre-test and post-test are higher than 0.05 ( $0.952 > 0.05$  and  $0.308 > 0.05$ ). It means that the distribution of the data is normal. H0 is therefore accepted.

2. **Homogeneity test**

Homogeneity is the notion of variability of data points in different categories or groups being compared. If the value of the mark based on the mean is more than 0.05, the data is considered homogeneous. If the mark based on the mean is less than 0.05, the variance of the data is not more than 0.05.

**Table 5: Homogeneity Test (Students’ Vocabularies)**

		Levene Statistic	df1	df2	Sig.
STUDENTS' VOCABULARIES TEST	Based on Mean	.004	1	61	.948
	Based on Median	.001	1	61	.970
	Based on Median and with adjusted df	.001	1	60.883	.970
	Based on trimmed mean	.013	1	61	.911

From the table above, the sign is visible. The students' vocabulary score based on the mean is 0.948, which is greater than 0.05. The data from both experimental and control class groups are considered homogenous.

### 3. Hypothesis test

Hypothesis testing is a statistical technique used to make inferences about population parameters based on a sample of data. It is used to determine whether there is enough evidence to accept or reject the null hypothesis. The Value Hypothesis (H0) is accepted and the Alternative Hypothesis (H1) is rejected if the two-tailed mark is higher than 0.05. If the two-tailed mark is lower than 0.05, the Value Hypothesis (H0) is rejected and the Alternative Hypothesis (H1) is accepted.

**Table 6: Hypothesis test Experimental Class**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST (VOCABULARIES)	303.85	33	69.246	12.054
	POST-TEST (VOCABULARIES)	379.58	33	66.439	11.566

**Table 7: Experimental Class Test**

Experimental Class		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST (VOCABULARIES) - POST-TEST (VOCABULARIES)	-75.727	55.295	9.626	-95.334	-56.120	-7.867	32	.000

Based on the t-test results shown in the table above, it can be concluded that there is a difference between the average pre-test and post-test, because the Sig. (2-tailed) of  $0.000 < 0.05$ . From the pre-test and post-test t-test results, it can be concluded that the use of Storybookscanada.ca children's digital literature contributes to the improvement of English vocabulary of grade XI students of SMAN 5 Padang.

In the early stage, the researcher conducted a pre-test to find out how the students' vocabulary ability before the use of storybookscanada.ca. Then this class was given the treatment of using storybookscanada.ca as a media to improve students' vocabulary. The average pre-test score of the experiment class (XI F1) was 303.84. Then this class was given treatment in the form of using storybookscanada.ca as a media that can improve students' vocabulary. After the students were exposed to storybookscanada.ca, they were again tested on the post-test with the same questions to see how much the improvement of their vocabulary. From the post-test results, class XI F1 had an average of 379.57. So the difference between the average pre-test and post-test is 75.73. From the research conducted, students' vocabulary has increased after using digital children's literature on storybookscanada.ca.

**CONCLUSION**

Digital children's literature storybookscanada.ca has a good impact on students' vocabularies the findings of the pre-test and post-test show that after receiving treatment. The difference between the students' vocabularies pre-test and post-test was 303.84 and 779.57. The students' vocabularies were improved, which indicates that digital children's literature Storybookscanada.ca had a substantial impact. It seems clear that H1 was approved while H0 was disapproved. The finding of this research that, there was positive effect from using storybookscanada.ca

The researcher provides some suggestions based on the result of study as following:

1. This study can serve as a guide for future scholars who conduct research on improving students' vocabulary using digital children's literature.



2. From the results of this study on testing students' vocabulary through digital children's literature, other researchers can conduct research using the same website by testing it on other skills.

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